

DOCTORAL PROGRAM HANDBOOK

DEPARTMENT OF CURRICULUM AND INSTRUCTION



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I. DOCTORAL PROGRAMS IN CURRICULUM AND INSTRUCTION

The Department of Curriculum and Instruction offers the Ph.D. program in Curriculum and Teaching with two concentrations: Teacher Education and Development (TED) and Higher Education Administration (HED). In both programs the focus is on developing caring, collaborative, and competent professionals who can make contributions as thoughtful, informed, and innovative leaders in educational settings.

A. Teacher Education and Development

The Department of Curriculum and Instruction offers the Teacher Education and Development concentration in its Ph.D. in Curriculum and Teaching for candidates who wish to pursue careers as teacher educators in university-based teacher education programs or who wish to pursue careers in curriculum and/or instructional administration in schools and districts. This doctoral program specializes in preparing educators with outstanding knowledge plus teaching, supervision, and research skills in the areas of teacher education and development. The faculty is nationally known in their areas of interest. They provide learning and working environments for students that are collegial, supportive, and developmental, while maintaining the quality and rigor that characterize this nationally recognized graduate program.

The mission of the CUI doctoral degree in Curriculum and Teaching with a concentration in Teacher Education and Development is to develop scholar-researchers, scholar-teachers and scholar-activists who generate, understand and apply usable new knowledge related to the education of novice and experienced teachers. Such scholarship connects research with practice, is informed by our mutual belief in constructivist theories of how people learn, promotes the advocacy of excellence and equity in education for all learners, and facilitates the development of teachers as leaders. Our mission statement is grounded in the following beliefs:

Scholar-researchers are professional educators who are committed to the generation of new knowledge related to the education of new and experienced teachers, and to the dissemination of such knowledge through scholarly publications. They conduct their research with (not on) other professionals, often in classrooms and schools.

Scholar-teachers are professional educators who understand and value theory and research as they inform and are informed by practice. They use research to inform their own practice and they share research with other professionals through their teaching and leadership by offering (or providing) professional development at the school and district level.

Scholar-activists are researchers who understand and value that they and their research serve as advocates for making K-12 environments conducive to effective teaching and high levels of student success. They use their research to proactively affect educational policy and practice.

Usable knowledge is research that provides knowledge to help educators do their jobs. Its role is to discover, test, and certify the knowledge, skills, and tools educators can use to facilitate learning and instructional practice (Lagermann, 2006).

Constructivist theories of learning emphasize the role of learners in constructing their own knowledge through the use of learner-centered, integrated curricula and through learning opportunities that are collaborative, dialogic, reflective, and that promote metacognitive thinking. The role of teachers in a constructivist classroom is to design and facilitate learning opportunities that are connected to their students' needs and interests. Constructivism includes a range of perspectives such as (1) knowledge is constructed by individuals based on their interactions with their environment; (2) language and social interaction are essential to knowledge construction of individuals and groups; and (3) knowledge is subjective in that it depends on one's own experience (Marlowe and Page, 1998; Richardson, 1997; von Glaserfeld, 1995)

Equity and excellence acknowledges cultural, linguistic, social class, and other forms of knowledge based on diversity; insists on student voice as a primary element in curriculum and classroom pedagogy; and promotes analyses of schooling inequities based on class, gender, or racial/ethnic inequities (Cochran-Smith, 2004; Enns and Sinacore, 2005; Ladson-Billings, 2005; Nieto, 2000)

References:

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York: Teachers College Press.

Enns, C.Z. & Sinacore, A.L. (Eds.) (2005). *Teaching and social justice: Integrating multicultural and feminist theories in the classroom*. Washington, D.C.: American Psychological Association.

Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

Lagermann, E.C. (2006). *Defining usable knowledge*. Retrieved January 24, 2006 from <http://www.gse.harvard.edu/scalingup/definition.htm>.

Marlowe, B.A., & Page, M.L. (1998). *Creating and sustaining the constructivist classroom*. Thousand Oaks, CA: Sage.

Nieto, S. (2000). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press.

Richardson, V. (Ed.). (1997). *Constructivist teacher education: Building a world of new understandings*. London: Falmer.

von Glasersfeld, E. (1995). *Radical constructivism: A way of knowing and learning*. London: Falmer. Retrieved October 17, 2005 from <http://www.oikos.org/radcon.htm>.

Program Description: Teacher Education and Development

Doctoral students in the Teacher Education and Development Concentration engage in a 60+ semester-hour program that offers substantive opportunities to develop knowledge and skills in teaching, supervision, scholarship, professional service, and leadership in teacher education and development. Students in the program can focus their studies in the areas of literacy, elementary education, equity education, in general or specific areas of curriculum and instruction, middle grades education, secondary education, or instructional technology.

Pre-requisites/Co-requisites:

- Masters degree in education or related field
- Teaching experience

Curriculum

Core Courses (12 hours):

- CUI 750 (3) Issues in Curriculum and Instruction (to be taken as the first course in the doctoral program)
- CUI 748 (3) Seminar in Student Cognition and Motivation
- CUI 654 (3) Teaching Models and the Analysis of Instruction
- One course from CUI, SES, LIS, or other area as approved by doctoral committee.

Research Courses (21 hour minimum):

- ERM 681 (3) Design and Analysis of Educational Experiments
- One course in qualitative research
- Three courses in research design
- At least two elective courses in research as approved by the doctoral committee

Concentration (15 hour minimum):

- Course work as approved by student's doctoral committee and consistent with student's focus (literacy, elementary or middle grades, secondary education, equity education, instructional technology, or in general or specific areas of curriculum and instruction)

Comprehensive Examination:

Each candidate for the doctoral degree is required to successfully pass oral and written comprehensive examinations. Dates for these examinations are determined by the student and the doctoral advisory committee chair.

Dissertation (12 hour minimum):

- Dissertation topic and study design developed and conducted by student with consultation and approval of doctoral committee.

Graduate Admission for Teacher Education and Development Concentration:

Entrance Requirements:

- Master's degree from an accredited college or university
- Minimum grade point average of 3.0 on a four point scale
- Satisfactory GRE scores
- Minimum TOEFL score* of 550 (paper version) or 213 (computer version)
- *Required only of non-native English speakers

Application Requirements:

- Completed application form
- Application fee
- All undergraduate/graduate transcripts (including nine or more credit hours)
- Three letters of recommendation (at least 2 from university professors who know your intellectual ability and capacity for doctoral studies)
- Resume
- Statement of purpose

Statement of purpose:

In addition to the information required by the Graduate School, applicants to the Ph.D. program must submit a statement of purpose (approximately 2-4 pages in length) written in a scholarly fashion and a resume along with their application packets. The purpose of the statement of purpose is for you to acquaint the faculty with your background and experience, as well as with your career goals and purpose for doctoral study. Your statement should address the following questions:

- Why do you wish to pursue a doctorate?
- How has your background and experience prepared you for doctoral study?
- What are your career aspirations following graduate study?
- How will a doctorate contribute to those aspirations?
- What are your research and other scholarly interests?
- What do you believe you will gain from the knowledge, skills, and dispositions that result from a doctoral experience at UNCG?

B. Higher Education Administration

The Department of Curriculum and Instruction offers a concentration in Higher Education Administration under the Ph.D. in Curriculum and Teaching for candidates who wish to pursue careers as administrators or faculty in community colleges or universities. Faculty members include successful practitioners and scholars in the field of higher education. They provide learning and working environments for students that are collegial, supportive, and developmental, while maintaining the quality and rigor that characterize this recognized graduate program. The Ph.D. concentration in higher education administration seeks experienced college student educators and qualified scholars to provide administrative leadership for holistic, transformative, and integrated learning experiences in colleges, universities, and other postsecondary settings. Upon completion of the program, graduates will:

- Demonstrate principled and transformational leadership;
- Promote learning through the planning, design, implementation, assessment, and renewal of educational programs;
- Advance scholarship in the field of higher education, normally in the fields of student affairs administration or community college leadership.

Program Description: Higher Education Administration

Doctoral students in the Higher Education Concentration engage in a 66+ semester-hour program that offers substantive opportunities to develop knowledge and skills in scholarship and leadership in higher education. Students in the program can focus their studies in higher education administration, community college education, student affairs administration, or college teaching.

Pre-requisites/Co-requisites:

- Masters degree in education or related field
- Teaching experience

Curriculum

Core Courses (12 hours):

- CUI 750 (3) Doctoral Proseminar in Higher Education (to be taken as the first course in the doctoral program)
- CUI 745, Higher Education: Equity, Inclusion, and Learning OR CED 603 (3) American College Student
- CUI 661 (3) Higher Education in the U.S.
- CUI 662 (3) Curriculum in Higher Education

Research Courses (21 hours minimum):

Graduate learners are expected to acquire a deep understanding of the concepts of research and inquiry as they relate to higher education. The knowledge base should include understanding of various research paradigms, criticisms of these paradigms, and expertise in the conduct of scholarly research. The research component must include ERM 681 – Design and Analysis of Educational Experiments and one doctoral-level qualitative methods course. The research component must also include at least 6 hours of applied research. This requirement may be satisfied by completing CUI 775 - Directed Doctoral Research, which may be repeated once for credit. The remaining research courses will be selected with advice and approval of the doctoral committee. Often, research courses include the following:

- CUI 730 – Qualitative Research Design
- ERM 680 – Intermediate Statistical Methods in Education
- ERM 681 – Design and Analysis of Educational Experiments
- ERM 642 – Evaluation of Educational Programs
- ERM 668 – Survey Research Methods in Education
- ELC 688 – Narrative Inquiry

Concentration (21-27 hours minimum):

Graduate learners take 21-27 hours of coursework to be determined during consultation with the doctoral advisory committee. Doctoral students without previous coursework in the field of higher education or student affairs should expect to take additional, foundational courses such as CUI 602 – Theoretical Foundations of Higher Learning and CUI 606 – Administration in Higher Education or other courses as recommended by the doctoral advisory committee. Course work in the concentration area typically includes the following courses, among others:

- CUI 751 - Higher Education: Economics and Finance
- CUI 752 - The Law of Higher Education
- CUI 663 - Planning Programs in Postsecondary Education

- CUI 607 - Adult Learning and College Teaching
- CUI 612 - Current Issues in Higher Education CUI 627 - Enrollment Management

Comprehensive Examination:

Each candidate for the doctoral degree is required to successfully pass oral and written comprehensive examinations. Dates for these examinations are determined by the student and the doctoral advisory committee chair.

Dissertation (12 hour minimum):

Each candidate for a doctoral degree must prepare and present a dissertation that focuses on some aspect of higher education—typically student affairs administration or community college leadership, shows independent investigation, and is acceptable in form and content to the student’s committee and The Graduate School.

Graduate Admission for Higher Education Administration Concentration:

Entrance Requirements:

- A Masters degree from an accredited college or university
- Minimum grade point average of 3.0 on a four point scale
- Satisfactory GRE scores
- Minimum TOEFL score* of 550 (paper version) or 213 (computer version)
 - *Required only of non-native English speakers

Application Requirements:

- Completed application form
- Application fee
- All undergraduate/graduate transcripts (including nine or more credit hours)
- Three letters of recommendation, preferably including letters from former professors
- Resume
- Statement of purpose

Statement of purpose:

In addition to the information required by the Graduate School, applicants to the Ph.D. program in Higher Education and Development must submit a statement of purpose (approximately 2-4 pages in length) written in a scholarly fashion and a resume along with their application packet. The purpose of this personal statement is for you to acquaint the faculty with your background and experience, as well as with your career goals and purpose for doctoral study. Your statement should address the following questions:

- What in your background and experience has led you to pursue doctoral study?
- How has your background and experience prepared you for doctoral study?
- What are your career aspirations following graduate study?
- How will a doctorate contribute to those aspirations?
- Why do you wish to pursue a doctorate?
- What do you believe you will gain from the knowledge, skills, and dispositions that result from the doctoral experience?

C. Doctoral Faculty

Professors:

Ceola Ross Baber, Ph.D., Equity education, secondary education, social studies curriculum and instruction, Purdue.

Gerald G. Duffy, Ed.D. Reading strategy instruction, teacher development (William E. Moran Distinguished Professor in Literacy), Northern Illinois.

Colleen Fairbanks, Ph.D. Literacy, Diversity, Middle Grades, Michigan.

Bert Goldman, Ed.D. Academic advising and retention, enrollment management; Virginia (on phased retirement beginning Fall 2005).

Barbara B. Levin, Ph.D., Teacher education, pedagogical thinking, technology education for teachers and children, case-based teaching, social studies curriculum (Director of Graduate Studies, Assistant Department Chair), California at Berkeley.

Catherine E. Matthews, Ph.D., Science education, environmental education, technology, multicultural education, Kansas.

Samuel D. Miller, Ph.D., Literacy development, student motivation, teacher education, (Chair of Department), Michigan.

Dale Schunk, Ph.D., Social cognitive learning, self-regulation, motivation, (Dean, School of Education), Stanford.

A. Edward Uprichard, Ph.D., Mathematics education, teacher education-elementary and middle grades, leadership (Provost), Syracuse.

Associate Professors:

Francine R. Johnston, Ed.D., Emergent literacy, integrated language arts, children's literature, spelling, Virginia.

Deborah Taub, Ph.D., Student affairs administration, student development, Maryland.

Assistant Professors:

David F. Ayers, Ed.D., The American community college, politics of higher learning, North Carolina State.

Heidi Carlone, Ph.D., Applications of educational anthropology and science studies to science education, equity in science education, science curriculum, Colorado.

Jewell Cooper, Ph.D., Multicultural education, middle grades education, preservice teacher belief exploration, UNC Greensboro.

Beverly Faircloth, Ph.D., Educational psychology, middle grades education, UNC-Chapel Hill.

Cos Fi, Ph.D., Mathematics education, Secondary education, Iowa (on leave 2006-2007).

Kathryn Prater, Ph.D., Literacy development, bilingual education, Texas at Austin.

Kerri Richardson, Ph.D., Mathematics education, Oklahoma.

Adjunct Faculty in Higher Education Administration:

Donald Cameron, Ph.D., Community college administration; President, Guilford Technical Community College; Nova Southeastern.

Jennifer Palencia, M.Ed., J.D., Higher education law; North Carolina State/Campbell.

Jen Day Shaw, Ph.D., Student development, higher education administration, Florida State.

Visiting Faculty in Higher Education Administration:

Donald J. Reichard, Ph.D., Assessment and evaluation, higher ed policy, Michigan State.

Clinical Faculty in Teacher Education and Development:

Ann Harrington, Ph.D., Literacy development, teacher education, Georgia.

Jean Rohr, Ph.D., Literacy development, teacher education, UNCG.

Sandra Webb, Ph.D., Literacy development, teacher education, UNCG.

II. DOCTORAL CHECKLIST

Important milestones for completing the doctoral program in Curriculum and Teaching are outlined below in chronological order. Additional information related to each of these items can be found elsewhere in the CUI Doctoral Handbook and should be reviewed by the student.

___ **Work with your temporary advisor to select initial coursework**

___ **Form an advisory/dissertation committee when you have completed 6-12 hours**

- Must be done no later than upon completion of 18 semester hours
- Choose chairperson of the committee and work with this person to select the rest of the committee
- Submit the form "Recommendation for Doctoral Advisory/Dissertation Committee Appointment" to the CUI Graduate Director for routing to the Graduate School

NOTE: Membership on the advisory/dissertation committee may be changed at any time

- Follow the procedures outlined in the Doctoral Handbook
- When changes are made the form "Recommendation for Doctoral Advisory/Dissertation Committee Revision" should be submitted to the CUI Graduate Director

___ **Develop a Doctoral Plan of Study when you have completed 12 hours**

- Consult with the advisory/dissertation committee no later than upon completion of 18 semester hours
- May not include more than 15 semester hours of independent study
- Submit the cover form "Doctoral Plan of Study" along with a copy of the written plan prepared in accordance with the outline shown on the form "Format for Preparing the Plan of Study" to the CUI Graduate Director for routing to the Graduate School
- If transfer credits will be involved, complete the form "Approval to Take Courses for Transfer" (from the Graduate School)

NOTE: Revisions in the plan of study can be made at any time with the approval of the advisory/dissertation committee. When changes are made, the form "Doctoral Plan of Study Revision" should be submitted to the CUI Graduate Director for routing to the Graduate School.

___ **Satisfactory completion of all course requirements in the approved program of study.**

___ **Take the written doctoral preliminary examination (comprehensive exam)**

- All provisions, incompletes, or special admissions conditions must be removed
- A minimum of three-fourths of coursework must be completed
- All research skill requirements must be completed
- Complete the form "Report of Written Preliminary Examination" and file with the Graduate School

___ **Take the oral portion of the doctoral preliminary examination**

- Must be scheduled within one month following the written portion of the exam
- Complete the form "Report of Oral Preliminary Examination" and file with the Graduate School

___ **Prepare a dissertation proposal**

- Developed in consultation with the advisory/dissertation committee
- Must be unanimously approved by the advisory/dissertation committee
- File a Dissertation Topic Approval form in CUI Office

___ **Apply for admission to candidacy**

- All courses must be complete, preliminary and oral exams passed, and dissertation proposal approved
- Complete the form "Application for Admission to Candidacy" and file with the Graduate School

Complete dissertation and oral defense successfully

- The dissertation must be given to the advisory/dissertation committee at least four weeks before the date of graduation and at least one week before the oral defense
- The chair of the dissertation committee must inform the Graduate School of the title, date, time, and location of the oral examination at least two (2) weeks prior to the examination. The Graduate School will publish this information, as the oral examination is open to all members of the University community who wish to attend
- The committee approves the dissertation as being ready for oral defense by completing the form "Final Doctoral Oral Defense"
- The committee chair reports the results of the defense to the Graduate School in a memo

Other important points:

- All course requirements in the approved program of study must reflect grades of "B" or better
- An application for graduation and graduation fee must be filed in the Graduate School within seven days after the start of classes in the term in which the student intends to graduate
- All accounts owed the University must be cleared prior to graduation
- A residency requirement of two consecutive full-time semesters of graduate work (minimum 6 hours per semester) on this campus must be met after admission to the doctoral program. See definition of residency requirement in this handbook

III. POLICIES AND FORMS

- A. Policies for Review of Doctoral Applicants
- B. Policies Related to Time Limits
- C. Policies Related to the Residency Requirement
- D. Policies and Forms Related to the Advisory/Dissertation Committees
- E. Policies and Forms Related to the Doctoral Plan of Studies
- F. Approval Form To Take Courses For Transfer To UNCG
- G. Applied Research Component of the CUI Doctoral Program
- H. Forms Related to Independent Study
- I. Policies and Forms Related to the Comprehensive Examination
- J. Policies and Forms Related to the Dissertation Proposal
- K. Information on the Use of Human Subjects
- L. Application for Admission To Candidacy
- M. Policies and Forms Related to the Dissertation Defense
- N. Graduate School Doctoral Degree Requirement Steps

Note: The following forms are available as PDF file format on the Graduate School website at <http://www.uncg.edu/grs/current/forms.html>

1. Application for Graduation
2. Approval to take courses for transfer to UNCG
3. Outline of Plans for Independent Study
4. Theses and Dissertation Guide
5. Application for Admission to Candidacy
6. Final Oral Examination Schedule
7. Recommendations for Doctoral Advisory/Dissertation Committee Appointment
8. Recommendation for Doctoral Advisory/Dissertation Committee Revisions
9. Dissertation Topic Revision
10. Doctoral Plan of Study Revision
11. Doctoral Plan of Study

A. POLICIES FOR REVIEW OF DOCTORAL APPLICANTS

1. Applications will be reviewed only once each year in February following the annual January 10th deadline for completing applications. Files completed after January 10th will not be reviewed until the following February. Exceptions to this review schedule can be made at the request of the department chair to accommodate unusual situations or departmental needs related to assistantships.
2. The Graduate Director will prepare an applicant summary for distribution to the doctoral faculty about two weeks after the January 10th deadline. The summary will also indicate the deadline for completing review of the files. The deadline will be set so as to allow a minimum of two weeks for completion of the review.
3. Coordinators for each program area will schedule a meeting during the time allowed for review to examine applicant files and make recommendations. Each program area may elect to interview candidates as desired.
4. Coordinators will be responsible for reporting results from their area review to the Director of Graduate Studies who will prepare a department-wide summary for review by the full faculty prior to completing the necessary paperwork to move the files forward.
5. The Graduate Director will form an ad hoc committee to review unusual cases at the request of the department chair or program coordinator.

B. POLICIES RELATED TO TIME LIMITS

1. All requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first course accepted on the student's approved Plan of Study. Post-master's (or equivalent) credit that is to be applied to the student's doctoral program must be no more than seven years old when the degree requirements are completed. This means that all course work to be credited to the student's doctoral program must fall within a seven-year period of time. If credit to be transferred was earned before enrollment at this University, the seven-year period of time commences with the beginning date of the term in which the transfer credit was earned.
2. When a student wishes to request an extension of the 7-year time limit for fulfilling his/her doctoral degree requirements the following steps should be taken:
 - a. The student completes a copy of the form Extension of Time Limits (see next page) making certain to provide in detail all information requested on the form including a detailed timeline for completion of remaining requirements.
 - b. The form is to be reviewed by the student's committee chair, and full committee if desired by the chair, and a recommendation provided.
 - c. The form is to be sent to the department's Director of Graduate Studies for review and forwarded to the Graduate School.
 - d. The Graduate School will notify the student and committee chair of the action taken in response to the request.

MEMORANDUM

TO: Associate Dean of the Graduate School

RE: Extension of time limits for:

(Student)

(Degree)

Entry date (first semester of courses credited toward degree): _____

Original date for completion: _____

Requested extension date for completion (semester, year): _____

TIMETABLE: On a separate page, please list all remaining requirements, e.g., course work, formal dissertation proposal, completion of research, submission of chapters, oral examination, deposit of thesis/dissertation in Graduate School, graduation date, etc., and precise, anticipated dates for completing each. You may wish to refer to the calendar in the Graduate Bulletin in order to coordinate your plans with official deadlines.

Advisor/Dissertation Chair's Recommendation with Signature and Date:

Director of Graduate Studies or Department Head's Recommendation with Signature and Date:

C. POLICIES RELATED TO THE RESIDENCE REQUIREMENT

The equivalent of a minimum of six (6) full semesters of work beyond the bachelor's degree is required for the doctorate. Doctoral candidates are expected to satisfy a residence requirement, which provides them the opportunity for an extended period of intensive study and intellectual professional development among a community of scholars.

The basic residence requirement is two consecutive full-time semesters (minimum 6 hours per semester) of graduate work on this campus after admission to a doctoral program. The two sessions of summer school count as one semester. Therefore consecutive fall-spring, spring-summer, or summer-fall semesters can be counted for residency if at least six (6) credits were completed satisfactorily in each consecutive semester. Undergraduate courses taken in support of a graduate program cannot count towards residence (Source: Graduate School Bulletin).

D. POLICIES AND FORMS RELATED TO ADVISORY/DISSERTATION COMMITTEES

Each student is assigned a temporary advisor at the time of admission to the doctoral program. The temporary advisor assists the student in selecting early course work and helps the student form an advisory/dissertation committee, which must be approved by the Graduate School. The student may ask the temporary advisor to serve as chair of the advisory/dissertation committee, or the student may wish to select another faculty member to serve as chair. This committee helps the student develop a doctoral plan of study and is available to provide general assistance to the student during her/his course work. The advisory/dissertation committee is also responsible for preparing, administering, and evaluating the preliminary examination and directing the dissertation and oral defense.

Students may elect to change the composition of their advisory/dissertation committee at any time, but they must obtain written approval from the Graduate School to do so. Changes in the advisory/dissertation committee typically occur when a student's research interests change over time, or when a member of the original committee is no longer available to serve due to illness, retirement, transfer to another position, or another recognized reason. If changes are made in the advisory/dissertation committee the student must submit the "Recommendation for Doctoral Advisory/Dissertation Committee Revision" form to the Director of Graduate Studies

Please note that within these policy statements the term "dissertation committee" has occasionally been used in place of "advisory/dissertation committee" to be consistent with wording found in the Graduate School Bulletin.

1. The advisory/dissertation committee, consisting of at least four (4) members of the graduate faculty who agree to assist the student with the preparation of the plan of study and shall guide and examine the doctoral dissertation. At least two (2) members of each advisory/dissertation committee must be full members of the UNCG Graduate Faculty but other members can include associate members of the Graduate Faculty and adjuncts to the graduate faculty approved by the Graduate School. This committee will be appointed by the Dean of the Graduate School upon the recommendation of the major department head or dean and must be mutually acceptable to the student and all committee members.

Once again, of the four members, two, including the chair, must be full members of the graduate faculty and no more than two may be adjunct graduate faculty members. The committee chair must be from the major department, and it is recommended that where appropriate, one member be selected from the minor area of study. If at any time the advisory/dissertation committee decreases in number to fewer than four members, additional members of the graduate faculty must be appointed by the Dean of the Graduate School to bring the number to at least four.

The student must request the appointment of this committee no later than upon completion of the first 18 semester hours of graduate courses (See Graduate Bulletin).

2. Each student chooses his/her own chairperson of the advisory/dissertation committee with the consent of that person and works with the chairperson in choosing the rest of the committee (Source: Doctoral Studies Report). The composition of the advisory/dissertation committee must be submitted to the Graduate School for formal approval. In the event that the student chooses to change the committee's composition at a later date, formal approval must again be obtained from the Graduate School.

3. Students are permitted to have co-chairs for their advisory/dissertation committees. This will enable them to have junior faculty participate in their programs. In such cases, junior and senior faculty would be paired in a mentoring relationship and collaboratively direct the student's studies and/or dissertation.

4. Students who wish to change the chair of their advisory/dissertation committee should do the following:

- a. Obtain a commitment from the new committee chair that s/he is willing to serve
- b. Submit a request for a change to the Director of Graduate Studies or the Department Chair
- c. Submit a request for a change using the appropriate forms to the Graduate School with the approval of the Department Chairperson or Director of Graduate Studies.

Changes in the composition of the advisory/dissertation committee, chair, or members must be filed with the Graduate School using the form "Recommendation for Doctoral Advisory/Dissertation Committee Revision".

5. There is no formal limit on the number of committees on which a faculty member may serve and/or chair. It is suggested, however, that faculty limit themselves to chairing no more than four (4) dissertations at a given time.

THE SCHOOL OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
RECOMMENDATION FOR DOCTORAL ADVISORY/DISSERTATION COMMITTEE APPOINTMENT

Department _____ Date _____

Student's Name _____ SSN _____

Mailing Address _____

Degree _____ Major _____

Tentative Title of Dissertation

The following graduate faculty members are recommended to the Graduate School as doctoral advisory/dissertation committee members for the above-named student and each one has agreed to assume this responsibility:

Please sign below and type name under
the signature line:

Graduate Faculty Status
(Member, Assoc., Adjunct)

Chair : _____

Member : _____

Member : _____

Member : _____

Member : _____

Department Chair or Director of

Graduate Study: _____ Date: _____

Dean of Education: _____ Date: _____

Approved: _____ Date: _____

Original to Student File
cc: Dean of Education
Department Chair
Committee Chair
Student

THE SCHOOL OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
RECOMMENDATION FOR DOCTORAL ADVISORY/DISSERTATION COMMITTEE REVISION

Department _____ Date _____

Student's Name _____ SSN _____

Degree _____ Major _____

The following replacements, additions, or deletions are recommended to the Graduate School for the doctoral advisory dissertation committee of the above-named student:

The committee, revised as recommended, will now consist of the following graduate faculty members, who have agreed to assume this responsibility:

Please sign below and type name under
the signature line:

Graduate Faculty Status
(Member, Assoc., Adjunct)

Chair : _____

Member : _____

Member : _____

Member : _____

Member : _____

Department Chair or Director of
Graduate Study: _____ Date: _____

Dean of Education: _____ Date: _____

Approved: _____ Date: _____

Original to Student File
cc: Dean of Education
Department Chair
Committee Chair
Student

E. POLICIES AND FORMS RELATED TO THE DOCTORAL PLAN OF STUDIES

1. A Plan of Study for the doctoral degree must be outlined by the student with the consultation of the advisory/dissertation committee at the earliest practical time following admission of the student to the Graduate School, preferably at the end of the first semester of residence or not later than the completion of 18 semester hours. The plan must indicate the major and minor fields of study; the specific courses the student is expected to complete as a minimum requirement; and all specific core, seminar, language, and research requirements of the major department. A record of all graduate work the student has taken must accompany the proposed program. At this time the advisory/dissertation committee evaluates the student's qualifications to be recommended for further study in the Graduate School, further preparation for such, or withdrawal. The committee may propose prerequisite course work to be taken if it believes the student shows weaknesses that might be corrected by additional formal study. No more than 15 semester hours of independent study may be included in the Plan of Study, exclusive of the dissertation.

The Plan of Study must be submitted to the Dean of the Graduate School for approval. The Dean reserves the right to refer any or all Plans of Study to the Graduate Studies Committee for review and recommendation.

Copies of the approved Plan of Study must be filed in the student's permanent folder in the Graduate School Office, in the department's files, with the chairman and each member of the advisory/dissertation committee, and with the student. Any subsequent changes in the plan of graduate study or in the subject of the dissertation must be reported to the Graduate School for approval following approval of changes by all members of the advisory/dissertation committee.

2. The Ph.D. degree in Curriculum and Teaching does not require a minor, but if one is selected and shown on the transcript it is defined (a) in a single discipline, as a minimum of twelve hours; (b) in multiple disciplines, as a minimum of eighteen hours with no less than six hours in three areas or nine hours in two areas (Source: Doctoral Studies Report). The program also permits a minor in a cognate area of 12 hours in a particular discipline or 18 hours in an interdisciplinary area.

3. In some instances, work done in other institutions may be counted toward the degree, particularly work from a regionally accredited institution and representing an appropriate area of study. Credits that have been applied toward a master's degree cannot be applied toward the Ph.D. in Curriculum and Teaching, although these may be used to satisfy prerequisite requirements. If the student proposes the transfer of credit from another recognized graduate school, the student's advisory/dissertation committee must recommend in writing the transfer to the Graduate School. The Graduate School will credit the work to the student's doctoral program. Transfer credit must be supported by placing an official copy of the transcript on file in the Graduate School office and the CUI Department office.

4. Normally no more than 12 semester hours of credit beyond the master's degree may be accepted toward the Doctor of Philosophy in Curriculum and Teaching. For a student who has completed a sixth-year program at an accredited graduate school, or who has completed more than 18 semester hours on a sixth-year or post-master's program, the student's advisory/dissertation committee and the Dean of the Graduate School will review the question of transfer credits. In no case will more than 24 semester hours be accepted to transfer to the Doctor of Philosophy degree program.

All credit to be applied to the student's doctoral program must be no more than seven years old when the degree requirements are completed. This means that all course work to be credited to the student's doctoral program must fall within a seven-year period of time beginning with the date of the first enrollment following admission to the program. If credit to be transferred was earned before enrollment at this University the seven-year period of time commences with the beginning date of the term in which the transfer credit was earned.

5. The Plan of Study document the concentration must be completed using the format adopted by the Department of Curriculum and Instruction, which reflects all required core coursework for the concentration.

6. The advisory/dissertation committee must meet as a group to discuss and formally approve the Plan of Study. Students are to provide members of the committee with copies of the plan at least two weeks in advance of the scheduled meeting. It is the student's responsibility to bring to the meeting copies of required forms for approving the Plan of Study. It is the committee chair's responsibility to route the Plan of Study to the Director of Graduate Studies who forward it to the Dean of the School of Education and then on to the Graduate School for final approval. The advisory/dissertation committee chair of Director of Graduate Studies will also place documentation that shows the plan has been approved in the department file.
7. The applied research component of the plan of study must comply with procedures adopted by the Department of Curriculum and Instruction. These are described elsewhere in this section of the policy manual.
8. All credits to be applied toward the degree in Curriculum and Teaching must be counted in determining the 18-hour deadline for filing the Plan of Study. This would include credits taken as a special student prior to formal admission to the program and transfer credits, even though the Graduate School does not post transfer hours to the student's transcript until completion of the program. It would not include, however, courses taken to satisfy prerequisite requirements.
9. No more than one-fourth of the credits applied toward the degree may involve 500-level courses.
10. Normally no more than 9 semester hours of independent study may be taken under the direction of a single faculty member.
11. A descriptor must be provided for all independent study courses included in the Plan of Study to show the nature or focus of the study.

FORMAT FOR PREPARING THE PLAN OF STUDY

PROPOSED PLAN OF STUDY FOR _____
(Name)

DATE _____

FOR THE PH.D. DEGREE IN CURRICULUM AND TEACHING

I. FOCUS

Area of concentration: (Specify Teacher Education and Development or Higher Education Administration); Minor Cognate Focus: (provide brief statement); Tentative dissertation focus: (provide brief statement).

II. BACKGROUND

Undergraduate degree: List institutions, major, year degree granted Graduate degree(s):

- A. List institution, major, year degree granted
- B. List related courses (not restricted to education) taken on bachelor's, master's, and/or 6th year level: Show institution, course number, course title, credit hours earned, grade, and date
- C. List any certification presently held
- D. Show any additional relevant background information, i.e., association memberships, special institutes, or seminars attended

III. PROPOSED COURSE OF STUDY

List by area as shown below both completed and proposed courses. In a table, show course number, course title, credit hours, grade, semester completed (or projected for completion). Identify all transfer credit requested. Normally, no more than 12 semester hours of credit beyond the master's degree may be applied to the doctoral degree in Curriculum and Teaching.

- A. Required Core Courses (12 semester hours minimum)
- B. Research Requirements (21 semester hours minimum)
- C. Concentration (15 semester hours minimum for TED; 21 semester hours minimum for HED)
- D. Dissertation (12 semester hours minimum)

IV. SUMMARY OF PROPOSED COURSES OF STUDY CREDIT HOURS

Number of Hours

- A. Required Core
- B. Research
- C. Concentration
- D. Dissertation 12

TOTAL _____

PROJECTED TIMETABLE

Date admitted to Ph.D. Program: _____
Number of hours completed to date (give date): _____
Date all course work expected to be completed: _____
Date of comprehensive examination: _____
Date dissertation proposal submitted for approval: _____
Dates of period of residency: _____
Date of dissertation completion: _____
Date of final oral examination: _____

**THE SCHOOL OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DOCTORAL PLAN OF STUDY**

Department _____ Date _____

Student's Name _____ SSN _____

Degree _____ Major _____

The following advisory/dissertation committee has approved this course work proposal:

Please sign below and type name under the signature line:

Chair : _____

Member : _____ Member : _____

Member : _____ Member _____

Department Chair or Director
of Graduate Study: _____ Date: _____

Dean of Education: _____ Date: _____

This Plan of Study is approved and will be on file in the Graduate School. Any changes that are made in this plan must bear signatures of all individuals listed above and must be filed with the Graduate School for approval.

When the student applies for admission to candidacy, the Graduate School will check his/her academic record against the Plan of Study before presenting the student's application to the Dean of the Graduate School or the Dean's Designee for approval.

Dean of the Graduate School Date: _____

Original to Student File
cc: Dean of Education
Department Chair
Committee Chair
Student

THE SCHOOL OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DOCTORAL PLAN OF STUDY REVISION

Department _____ Date _____

Student's Name _____ SSN _____

Degree _____ Major _____

The following additions, deletions or substitutions in the original Plan of Study (dated _____) are recommended to the Graduate School.

These revisions have been approved by the following advisory/dissertation committee
Please sign below and type name under the signature line:

Chair : _____

Member : _____ Member : _____

Member : _____ Member : _____

Director of Graduate Studies
or Department Chair: _____ Date: _____

Dean of Education: _____ Date: _____

Dean of the Graduate School Date: _____

cc: Department Chair
Student File

Copy distribution after Graduate School approval: Academic Dean
Department Chair
Committee Chair
Student

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO
THE GRADUATE SCHOOL
APPROVAL TO TAKE COURSES FOR TRANSFER TO UNCG

TO: Dean of the Graduate School

(Name of host institution)

(Location)

(Student's full name and social security number)

(Student's mailing address)

The above named student has approval to register during the _____ term _____ (year) for the following course(s):

Course Name and Number

Credit Hours

I approve the above course(s) for credit to the student's graduate degree program at UNCG.

Signature of Dean, Department Head or
Director of Graduate Study

Associate Dean of the Graduate School

Date _____

cc: Department
Student

TO THE STUDENT: Please read instructions on the following page.

TO THE STUDENT:

1. Please complete this form in consultation with your major advisor, department head or director of graduate study.
2. Submit the completed form to the UNCG Graduate School.
3. Present the form to the host institution after it has been approved and returned to you by the UNCG Graduate School Office.

NOTE:

The regulations governing the transfer of credit are set forth in the Graduate Catalog. Approval to take courses for transfer to a degree program is conditional upon compliance with ALL limitations stated therein.

It is the student's responsibility to ensure in advance that courses will transfer, including making sure the courses come within the overall limitation on the number of hours that can be transferred.

It is the student's responsibility to request that a final, official transcript be sent to the UNCG Graduate School Office upon completion of the course(s).

I have read the regulations governing transfer credit in the Graduate Catalog and understand that I bear sole responsibility for meeting all of the conditions stated therein.

Signature of student

G. APPLIED RESEARCH COMPONENT OF THE CUI DOCTORAL PROGRAM

The intent of CUI 775, the applied research component of the doctoral program in Curriculum and Teaching, is as follows:

- It should provide a basis for students to develop the skills necessary to conduct independent, doctoral-level research. Students should be guided to complete research activities that may serve as a point of departure for subsequent development of a dissertation proposal.
- Activities for the applied research component should be developmental in nature. That is, experiences selected to fulfill this requirement should complement and build on previous coursework designed to introduce students to various research paradigms and methodologies and/or help them develop the ability to critically analyze and synthesize research findings.
- Activities should be individually tailored to meet the student's professional and skill needs, and may be developed in a variety of forms. Possible alternatives might include such things as completion of integrative reviews of literature or meta-analysis, independent implementation of field-based studies or program evaluations, collaborative research work with a faculty member, or participation in department-wide research activities (e.g., evaluation of PDS model or other program, grant activities, etc.). In all cases, however, applied research activities must result in a concrete product(s) independently prepared by the student that reflects the scope of the research activity. Such products must be submitted to the student's committee chair for placement in the student's file.

Procedures to be followed in completing the applied research requirement include the following:

- When completing the doctoral program of study plan, the student should indicate that a minimum of 6 semester hours of CUI 775 would be taken to fulfill the applied research requirement.
- The student should work with the committee chair to develop a specific plan for engaging in applied research activities. This should involve discussion of what the goals of the research activity will be, how these goals will be accomplished, and a time line for completing the work. It is expected that the plan will be individually tailored to meet the student's needs and may take many forms. All plans, however, should be consistent with the intentions stated above and should be prepared in writing using the attached form, which calls for parameters of the work to be specified in advance. All members of the committee must approve the plan and a copy of the approval form must be placed in the student's file.
- When the committee has approved a written plan, the student should register for CUI 775 for 6 credits over a minimum of two semesters to complete his/her work.
- Products developed as a result of the research activity must be placed in the student's department file upon completion of the requirement.

OUTLINE OF PLAN FOR APPLIED RESEARCH ACTIVITIES

Student's Name: _____ Date: _____

Goals and objectives for the research:

Methods and procedures to be followed (attach additional page if necessary):

Estimated timeline for completing research activities:

Anticipated product(s):

Faculty supervisor(s):

Evaluation procedure(s):

Approved by:

Chair: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

**OUTLINE OF PLAN FOR INDEPENDENT STUDY
CUI 692**

DATE _____

STUDENT'S NAME _____

MAJOR DEPARTMENT _____

COURSE NO. _____ TITLE _____

SUBTITLE _____

INSTRUCTOR _____

STATEMENT OF PURPOSE (Use back if more space needed):

METHODS AND PROCEDURE (Use back if more space needed):

PRODUCT(S):

APPROVED BY: Instructor: _____

 Advisor: _____

(Copy to be filed in Graduate School Office no later than last day to drop courses without penalty.)

H. FORMS RELATED TO INDEPENDENT STUDY

CUI 692: INDEPENDENT STUDY

NOTE: Students are required to complete a copy of the form pictured below, which can be obtained from the Registrar's Office, Mossman Bldg., or the Curriculum and Instruction Departmental Office, 336 Curry Bldg.



Office of the Registrar

Permission to Register for Directed/Individual Study

Name _____

ID Number _____

Course Number _____ Credit Hours _____

Course Title _____

Semester _____ Date _____

Signature of Instructor *Signature of Dean/Department Head*

Signature of Graduate Dean (for Graduate Students only)

White copy - Registrar's Office • Yellow copy - Department Head's Office • Pink copy - Instructor

I. POLICIES RELATED TO THE COMPREHENSIVE EXAMINATION

1. The intent of the Comprehensive Examination is as follows:

A. Doctoral examinations should be designed to serve two primary functions:

- i. First, they should provide a basis for sound faculty judgments on the qualifications and capabilities of students engage in scholarly, doctoral-level research.
- ii. Second, examinations should provide an integrative educational experience for students that complements their learning through formal course work and other components their learning through formal course work and other components of their doctoral study including the broad areas of foundations, curriculum, teaching, and research

B. Doctoral examinations should be developed and administered under the highest possible standards with appropriate concern for reliability, freedom from bias, the validity of decisions arising from these examinations, and the development of defensible standards.

C. Effective written comprehensive examinations can be developed in a variety of forms. Possible alternatives include the use of several written questions requiring objective, convergent responses, the use of integrative essay questions, or a written research assignment that requires divergent, rather than convergent, analysis on the part of the student. Regardless of the form of the examination, attention to standards of quality, including those issues listed above, is imperative.

2. When a student has removed any provisions or special conditions which may have been attached to admission, completed a minimum of 3/4 of the coursework contained in the program of study, passed any foreign language requirements, and completed all the research skill requirements, that student is then eligible to take the preliminary examinations. Each doctoral student is required to pass the doctoral preliminary examinations, which consist of both a written and oral examination.

3. While no minimum number of questions is required, the structure of the examinations should attend to the two major functions outlined in the statement of intent provided in item number (1) above.

4. The written part of the examination is scheduled and prepared by the dissertation advisor with the assistance of the advisory/dissertation committee. Questions may cover any phase of the coursework taken by the student during the period of this graduate study or any subject logically related and basic to an understanding of the subject matter of the major and minor areas of study. Any transferred coursework is subject to examination at the time of the preliminary examination.

5. Questions for the written examination are to be prepared in the following manner. The chair of the advisory/dissertation committee solicits input from all faculty members on the committee either in a formal meeting or by written requests to each member. The input should include recommended questions, procedures, timelines, and guidelines for evaluating student work. The chair will prepare a draft of the examination and forward it to all committee members for reactions and revisions. All committee members will read and evaluate all of the student's written work.

6. As reflected in the statement of intent, the structure of the exam is flexible. It may include an open book option or providing the questions in advance. A "take-home" examination also is acceptable. The student's committee decides which approach would be the most appropriate.

7. The purpose of the oral examination is to give students an opportunity to clarify, extend, and defend materials in the written portion (Source: CUI Doctoral Student Handbook). It may also cover the student's entire program of study. The oral examination should be scheduled within one month following the written examination. The complete advisory/dissertation committee of at least four faculty members must participate in the holding of the preliminary oral examination.

8. Normally, the student and the student's advisory/dissertation committee will be the only ones present during the oral portion of the comprehensive examination.

9. Unanimous approval is required for passing the preliminary examination. Approval may be conditional, however, upon the satisfactory completion of such additional work as may be required by the committee. However, if the student does not pass the preliminary examination, at least one semester must elapse before reexamination is permitted. No more than one reexamination will be allowed.

10. The chair of the advisory/dissertation committee is responsible for completing the appropriate forms regarding the comprehensive examinations (oral and written). Copies are to be placed in the student's department file and sent to the Graduate School.

11. Questions and student responses from the written portion of the exam are to be retained for two years in the student files of the department.

SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
REPORT OF WRITTEN DOCTORAL COMPREHENSIVE EXAMINATION

Date _____

_____ was administered the **WRITTEN** portion of the Doctoral Preliminary
(Student's name)

Examination on _____.
(date)

He/She was judged to have _____ PASSED or _____ FAILED this portion of the examination.

He/She was judged to have passed this portion of the examination conditionally,

the condition(s) being the following: _____

Committee Chair _____

Committee Members _____

This form should be filed with the Graduate School when the student has successfully passed both the written and oral portions of the comprehensive preliminary examination for the Ph.D. A separate form shall be filed for each section (written and oral) of the examination.

SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
REPORT OF ORAL DOCTORAL COMPREHENSIVE EXAMINATION

Date _____

_____ was administered the ORAL portion of the Doctoral Preliminary
(Student's Name)

Examination on _____
(date)

He/She was judged to have _____ PASSED or _____ FAILED this portion of the examination.

He/She was judged to have passed this portion of the examination conditionally,

the condition(s) being the following: _____

Committee Chair _____

Committee Members _____

This form should be filed with the Graduate School when the student has successfully passed both the written and oral portions of the comprehensive preliminary examination for the Ph.D. A separate form shall be filed for each section (written and oral) of the examination.

J. POLICIES AND FORMS RELATED TO THE DISSERTATION PROPOSAL

The dissertation is the product of a thorough investigation of a basic and significant problem or question within the major area of study. An appropriate plan of research must be developed and executed by the student under the general guidance of the chair and the advisory/dissertation committee. The dissertation requirement is designed to develop the capacities of originality, production, and independence in the candidate. It should foster and attest to the development in the candidate of ability to undertake scientific inquiry, understanding, and mastery of the techniques of scholarship, and the art of exposition within the field of specialization.

The purpose of the dissertation proposal is to allow candidates an opportunity to develop a manageable and worthwhile topic, to think through its organization and structure, and to communicate this concisely but thoroughly. There is no prescribed format or length but at a minimum the prospectus will contain (a) appropriate background to the topic, (b) the major theoretical framework and/or authors that inform the research, (c) the mode of inquiry, (d) the questions and/or hypotheses that are the focus of the study, (e) a chapter by chapter description of what the dissertation will contain, and (f) a list of significant references. The dissertation proposal may also be nearly complete drafts of chapters 1-3 for the dissertation including the background and purpose for the study with research questions, a complete review of the literature including the theoretical rationale for the study, and a well-developed methods chapter.

The dissertation proposal should be reviewed and approved by all committee members and is to constitute a commitment by the committee to the validity of the topic and the mode of inquiry. Of course, changes in focus and emphasis do occur as the study proceeds. It is the dissertation advisor's responsibility to carefully monitor this process and to be sure any significant departures from the original proposal have committee approval.

1. Each student is required to prepare a written dissertation proposal for discussion, possible revision, and approval by the dissertation committee. Formal approval represents a commitment to the student that the topic, format, methodological approach, and orientation of the dissertation will not be subject to further questions.
2. The purpose of the proposal is to allow candidates an opportunity to develop a manageable and worthwhile topic to think through its organization and structure, and to communicate this concisely but thoroughly. There is no prescribed format or length but normally the prospectus will contain appropriate background to the topic, the major theoretical framework and/or authors that inform the research, the mode of inquiry, the questions and/or hypotheses that are the focus of the study, a chapter by chapter description of what the dissertation will contain, and a list of significant references, or the first three chapters of the dissertation in nearly complete form.
3. The dissertation committee is the effective body approving the dissertation proposal and the completed dissertation. Dissertation committee meetings dealing with consideration of the dissertation proposal shall be open to interested University faculty, doctoral students, and many others the Committee and the student agree to invite. The committee chair will be responsible for

publicizing this meeting two weeks prior to the scheduled date. The guests are excused when the dissertation committee goes into executive session for the Pass/Fail decision.

4. The dissertation committee must unanimously approve the dissertation proposal.
5. The chair of the dissertation committee has the power to control the number and types of questions posed at the meeting by any attendee who is not on the committee.
6. The proposal should be reviewed and approved by all committee members and is to constitute a commitment by the committee to the validity of the topic and the mode of inquiry. Of course, changes in focus and emphasis do occur as the study proceeds. It is the dissertation advisor's responsibility to carefully monitor this process and to be sure any significant departures from the original prospectus have committee approval.
7. The chair of the dissertation committee is responsible for filing the appropriate forms indicating acceptance of the proposal. Copies should be sent to the Graduate School and placed in the student's departmental file.
8. Each candidate is required to register for a total of 12 semester hours of credit for the dissertation, normally in units of three semester hours. If the dissertation has not been completed with the registration of 12 semester hours, the appropriate registration thereafter is "Dissertation Noncredit".

**SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DISSERTATION TOPIC APPROVAL**

DEPARTMENT _____ DATE _____

Student's Name _____ SS# _____

Degree _____ Major _____

Tentative Dissertation Title ** _____

ABSTRACT:

COMMITTEE APPROVAL:

Chair: _____

Members: _____

Department Chair or

Director of Graduate Studies: _____ Date: _____

Academic Dean: _____ Date: _____

cc: Graduate School

**Attach copy of Dissertation Proposal. (Proposal should include a purpose for the study, need for study, questions to be asked, and a well-defined method section.)

K. INFORMATION ON THE USE OF HUMAN SUBJECTS

As you prepare any research proposals that require Applications for the Use of Human Subjects (or as you guide students in doing so), please follow the following procedures.

1. Download the necessary forms from the Office of Research Compliance at <http://www.uncg.edu/orc/humanres.html> to locate links to the following links to important information and forms:

Information about IRB Processes and Policies:	IRB Forms:
<ul style="list-style-type: none"> • Protection of Human Participants in Research 	<ul style="list-style-type: none"> • IRB Application (DOC)
<ul style="list-style-type: none"> • FAQ's 	<ul style="list-style-type: none"> • Exemption Review Request Application (DOC)
<ul style="list-style-type: none"> • Procedures for Research Activities Involving Human Subjects (PDF) 	<ul style="list-style-type: none"> • Sample Letters of Support - Student (DOC) Faculty (DOC)
<ul style="list-style-type: none"> • Expired Protocols and 5th Year Rewrites Memo (PDF) 	<ul style="list-style-type: none"> • Application to Use Protected Health Information (PHI) in Research : Addresses HIPPA Privacy Rules governing the disclosure of personally identifiable data. (DOC)
<ul style="list-style-type: none"> • Research vs. Class Project (PDF) 	<ul style="list-style-type: none"> • Children's Assent Form
<ul style="list-style-type: none"> • Exemption Request Overview (PDF) 	<ul style="list-style-type: none"> • Research Confidentiality Agreement Form (DOC)
<ul style="list-style-type: none"> • IRB Application Process Flow Chart 	<ul style="list-style-type: none"> • Application for Modification to an Approved IRB Protocol (DOC)
<ul style="list-style-type: none"> • IRB Exempt Process Flow Chart 	<ul style="list-style-type: none"> • IRB Renewal (DOC)
<ul style="list-style-type: none"> • IRB Modification Process Flow Chart 	<ul style="list-style-type: none"> • Adverse Problem (DOC)
<ul style="list-style-type: none"> • IRB Renewal Process Flow Chart 	<ul style="list-style-type: none"> • Deceased Individual Research (DOC)

2. When the application is complete, submit it to you dissertation/advisory chair, or the faculty member with whom you are completing a CUI 775 research project, to be checked and initialed.

3. Submit the completed checklist along with the TWO copies of the application and attachments to the CUI Department or SOE IRB Representative.

4. Please allow several weeks to a month for IRB materials to be review and sent forward for review or expedited approval. Remember that the entire process requires at least one month for approval, and no data may be collected without IRB approval.

M. POLICIES AND FORMS RELATED TO DISSERTATION DEFENSE

1. Once the dissertation chair has approved, the dissertation must be distributed to the rest of the dissertation committee in digital or paper form at least four weeks before the time at which the candidate expects her/his degree and at least two weeks prior to the final oral examination. (Source: Doctoral Studies Report).
2. The dissertation committee, with such other professors as may be appointed by the Dean of the Graduate School, shall examine the dissertation; and no dissertation shall be accepted unless it secures the unanimous approval of the dissertation committee. Two approved, unbound copies of the dissertation, together with three copies of the abstract, must be filed in the Graduate School for final acceptance by the deadline date specified in the Calendar of Events. In final form, the dissertation must comply with the rules prescribed by the Graduate Administrative Board in the "Guide for Preparation of Theses and Dissertations." The Graduate School requires publication of the dissertation by means of microfilming. The candidate must pay both binding and microfilming fees.
3. The doctoral candidate who has successfully completed all other requirements for the degree will be scheduled by the chair of the dissertation committee, in consultation with the other committee members, to take a final oral examination. This examination is open to all members of the graduate faculty who may wish to attend. The dissertation committee administers the final oral examination. The examination is largely related to the dissertation but may include topics from the candidate's entire field of study including courses taken here and elsewhere. All members of the dissertation committee must attest to approval of the examination. The results of the examination are to be reported to the Dean of the Graduate School.
4. The completed written dissertation needs to be approved by the committee as being ready for defense prior to the final oral examination. This approval does not require a formal meeting of the dissertation committee, however, each member of the committee must sign off on the document indicating that it is of sufficient quality to hold the oral defense.
5. The chair of the dissertation committee must notify the Graduate School of the title, date, time, and location of the dissertation examination at least two (2) weeks prior to the examination.
6. Dissertation committee meetings dealing with the orals for the completed dissertation shall be open to interested University faculty, doctoral students, and any others the committee and the student agree to invite. This meeting shall be publicized two weeks prior to the scheduled meeting. It is expected that the final orals will be a colloquial discussion of the dissertation. The guests are excused when the committee goes into executive session for the Pass/Fail decision.
7. Since the dissertation defense is to be a "colloquial discussion of the dissertation," those attending the defense should understand that they could ask questions about the dissertation. Questions unrelated to the dissertation would not be allowed. The chair of the committee has the authority to control the questioning of the candidate.
8. When the student successfully completes the dissertation defense, it is the responsibility of the chair to notify the Graduate School of the outcome using the appropriate form. A copy of the form must also be placed in the student's departmental file in preparation for degree clearance activities.

N. IMPORTANT DATES AND PROCEDURES

FOR DISSERTATION COMPLETION, DEFENSE, AND GRADUATION

1. Deadline for oral defense of dissertation and filing approval copy of dissertation with The Graduate School: These deadlines are posted in each issue of the Graduate Catalog and on an information sheet distributed to all deans, department heads, and directors of graduate study prior to registration each semester. If a student does not meet the deadline for filing the approval copy of the dissertation with The Graduate School, their name is removed from the graduation roster and they are sent a letter to that effect.
2. A guide for the preparation of theses and dissertations may be obtained from The Graduate School. The dissertation manual is found online as a PDF file at http://www.uncg.edu/grs/forms/T_dguide.pdf
3. Twelve semester hours of dissertation (799) are required for degree clearance.
4. Deadline for applying for graduation: Filed in The Graduate School by the end of the first week of classes the semester in which the student expects to complete the degree.
5. Approval to Take Courses for Transfer to UNCG: This form should be filed before the student registers for a course, however, it may be filed for "retroactive" approval. Once the student completes the course, he/she must request a final, official transcript sent to The Graduate School.

801/802/803 REGISTRATION

6. 801 Registration: All students must be registered for 801 (Graduate Registration, 0.0 credit) during the term in which they complete the requirements for a degree unless they have previously registered for 801, or are otherwise enrolled for course credit at UNCG requiring a payment of at least \$50. Registration for 801 is required for one semester only.
7. 802/803 Registration: If a candidate fails to complete degree requirements in the term in which they registered for 801, they may register for 802/803 (Graduate Registration Continued, 0.0 credit). 802/803 registration will allow the student to continue using the Library and receiving registration materials/information from The Registrar.

OTHER REQUIREMENTS

8. The seven academic year time limit for doctoral students to complete the requirements for their degree begins with the first course on the approved program of study. Example: if a student is admitted Fall 2004 but the plan of study shows courses taken during Fall 2003, the seven academic years will expire with the end of the 2010 Summer Session.

The Graduate School
Final Oral Examination Schedule

The Final Oral Examination Schedule is completed by the chair of the Doctoral Advisory/Dissertation Committee and submitted to the Dean of The Graduate School **two weeks prior** to the final oral examination. This is in keeping with the University Policy on Final Oral Examinations. The results of the examination are submitted in writing to the Dean of The Graduate School.

Student's Name: _____ SSN: _____

Degree: _____ Major: _____

Dissertation Title:

Examination Date: _____

Time: _____

Location: _____

Please attach copy of dissertation abstract

Submitted by:

_____ Date: _____

Doctoral Advisory/Dissertation Committee

Chair: _____ Date: _____

**DEPARTMENT OF CURRICULUM AND INSTRUCTION
SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
APPROVAL TO SCHEDULE FINAL DOCTORAL ORAL DEFENSE**

Name: _____ Date: _____

Area of Focus _____

Dissertation Title: _____

I approve the written dissertation proposal submitted by this student as being ready for defense.

Committee Member

Date

Please return this form promptly to _____, Committee Chair, so the defense can be scheduled.

**DEPARTMENT OF CURRICULUM AND INSTRUCTION
SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
NOTIFICATION OF SUCCESSFUL COMPLETION OF DISSERTATION DEFENSE**

This is to inform the Graduate School that _____ has
successfully completed his/her dissertation defense on _____

Committee Chair

Date

Graduate Director

Date

NOTE: A copy of this form MUST be placed in the student's departmental file in preparation for degree clearance.

O. DOCTORAL DEGREE REQUIREMENT STEPS

RETAIN THIS SHEET FOR YOUR FILE
IT IS YOUR RESPONSIBILITY TO ENSURE THAT EACH OF THE FOLLOWING STEPS
IS TAKEN ON SCHEDULE

- ___1. Satisfy all requirements for admission. Newly admitted degree students who have not been assigned advisors should request their deans and department heads to make such an assignment. At an early date, students should request their advisors to assist them in the preparation of a plan of study.
- ___2. Form an advisory/dissertation committee and have it approved by the Graduate School.
- ___3. File an approved program of study in the Graduate School.
- ___4. Satisfy diagnostic qualifying examination if required by the major department or school.
- ___5. Satisfy all course requirements in approved program of study with grades of "B" or better. A "B" average must be achieved on all hours taken.
- ___6. Satisfy preliminary written and oral examinations requirement and any additional work that may be specified as a result of these examinations.
- ___7. File an approved dissertation topic in the Graduate School.
- ___8. File application for admission to candidacy in Graduate School.
- ___9. Satisfy final oral examination requirement.
- ___10. File two copies of dissertation in Graduate School and pay binding, microfilm, and copyright (optional) fees by the date specified in the Calendar of Events in the Graduate Catalog.
- ___11. FILE APPLICATION FOR GRADUATION AND PAY GRADUATION FEE IN GRADUATE SCHOOL WITHIN SEVEN DAYS AFTER THE START OF CLASSES IN TERM IN WHICH DEGREE WILL BE EARNED. This deadline is enforced rigidly for both the May and December Commencements.
- ___12. Pay all accounts owed the University. Diplomas of students owing money to the University will be held until the account is cleared.

Note 1:The Calendar of Events is printed in the Graduate Catalog. The student is responsible for meeting all deadline dates listed therein.

Note 2:The regulations of the Graduate School are presented in the Graduate Catalog and contain vital information about these steps. The Catalog contains a summary of the requirements for the doctoral degree. It is your responsibility to be thoroughly familiar with all Graduate School requirements. Particular attention should be given to regulations concerning hours required for a degree, grade averages required, requirements for continuing in Graduate School. The department may require other rules and procedures.